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ABSTRACT

To determine the importance of job tasks and/or activities for the nurse aide, the licensed practical nurse (LPN), and the associate degree nurse (ADN), nursing instructors, LPNs and employers were surveyed in Kansas in 1978 using a minimum work behavior expectation instrument. Respondents were asked to rate approximately 200 discrete job tasks and/or activities. Instructors saw a rather clear separation of activities depending upon the level or type of instructional program. Recently graduated LPNs who were also surveyed with regard to attitudes toward selected work activities indicated having learned all but one of ninety-eight activities (administering alcohol baths) through their nursing education program. A strong correlation was found between those job activities considered to be of greatest importance and how well LPNs felt they were performing a given task. Devoting additional student learner practice time to job activities in which LPNs showed least self-confidence seemed to be indicated. (Appendixes, amounting to over one-half of the report, include tables with nursing instructors' and LPN graduates' percentage rating concerning work expectations, the questionnaire, and task lists for nurse aide, LPN, and ADN.) (YLB)

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ED185367

FINAL REPORT

ON

MINIMUM WORK EXPECTATIONS OF RECENT GRADUATES

To

Kansas State Department of Education
Vocational Education

by

Robert E. Scott
Dept. of Adult & Occupational Education
Kansas State University
Manhattan

December 29, 1978

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EVALUATION REPORT

ON

MINIMUM WORK EXPECTATIONS OF RECENT GRADUATES

The Questionaire

The minimum work behavior expectation instrument was developed and was comprised of approximately 200 discrete job tasks and/or activities. These tasks were classified as pertaining to the nurse aide, licensed practical nurse (LPN) and the associate degree nurse (ADN). All items were provided for current nursing instructors for these evaluations. The table below indicates the response rate.

Return Response Rate - Instructors

Type	Number Sent	Number Return	Percentage
Aide	6	4	66 2/3
LPN	75	44	58 2/3
ADN	60	40	66 2/3

The survey represents about a 63% return rate from all nursing instructors in the state teaching reimbursed vocational education programs during the 1978 school year.

Scanning Table 1, found in the appendix, indicates the current nursing instructors see a rather clear separation of activities depending upon the level or type of the instructional program. A much tighter collective opinion is shown by instructors of the aide program. Part of this is due, of course, to the rather small sample size. It should be noted that of the

197 task listed, 19 (10.3%) were classed as very important, and an additional 93 (47.2%) were classed as unimportant. Attention should be directed toward the following job activities in the development of a curriculum for aide instruction.

1. Accept and develop working relationships with patients and members of the health team.

24. Assume the responsibility for acquiring knowledge of the job description, employer expectations, and employee benefits.

26. Check and maintain drainage tubing with or without suction, e.g., urinary catheters, naso-gastric tube to Gomco, etc.

27. Collaborate with all members of the health team.

71. Give general skin care to patients.

103. Identify own strengths and weaknesses.

121. Interact in a one-to-one relationship.

122. Interact in group settings.

134. Maintain confidential information.

135. Maintain traction.

142. Obtain recommendations for own improvement.

151. Plan goals for the improvement of own performance.

160. Recognize what is confidential information.

165. Report patient communications to the appropriate team member.

167. Report outcomes of care accurately and appropriately.

169. Seek guidance to determine alternatives to care.

178. Take vital signs.

181. Teach patients to turn, cough, deep breathe.

187. Use common medical terminology and abbreviations.

This is not to say that all of the returning task are to be considered unimportant. Certainly, judicious review should be undertaken by any curriculum developer before dropping such items from the program of instruction.

The 44 instructors of the LPN program identified 25 (12.6%) tasks as very important. At least 70% of the responding instructors classed these items as very important. Only 7 items were identified as being unimportant. Possibly, these items should be deleted for the program of instruction, if they are now included. These items are as follows:

5. Administer respiratory treatments using compressed air with or without medications.

66. Formulate a problem so that it can be researched.

72. Give intravenous medications.

130. Interview clients and collect specific data both with and without a structured tool.

144. Organize and implement nursing audit systems.

146. Organize data from various sources outside the health setting.

174. Start intravenous fluids.

The best return rate was achieved by the ADN instructor. The reason for the high return rate is unknown but surely appreciated. A review of Table 1, found in the appendix, indicate that 28 items had at least 80% of the instructors indicating that it was very important. Therefore it is recommendated that the following activities be taught in the ADN program of instruction.

1. Accept and develop working relationships with patients and members of the health team.

17. Assist in formulating the list of client's needs or problems.

22. Assist others to recognize, differentiate, and maintain confidentiality.

26. Check and maintain drainage tubing with or without suction, e.g., urinary catheters, naso-gastric tube to Gomco, etc.

27. Collaborate with all members of the health team.

34. Construct client care plans, utilizing standard approaches to patient care.

71. Give general skin care to patients.

82. Identify basic emotional needs of patients.

83. Identify basic physiological needs.

92. Identify data relevant to patient's problems.

96. Identify individualized approaches to meet patient's needs.

103. Identify own strengths and weaknesses.

116. Initiate cardiac pulmonary resusitation.

121. Interact in a one-to-one relationship.

134. Maintain confidential information.

136. Make adjustments in patient care.

137. Make adjustments in nursing care plan.

152. Prepare and give oral medications.

153. Prepare and give parenteral injections, other than intravenous.

159. Recognize the importance of a teaching plan for a patient.

160. Recognize what is confidential information.

177. Take steps to insure own professional development.

178. Take vital signs.

179. Teach basic health information.

181. Teach patients to turn, cough, deep breathe,

190. Use oral, pharyngeal and tracheal suction.

192. Use precaution in administering and handling drugs.

193. Use the problem solving process to evaluate current practices.

Table 2 tabulates the responses of licensed practical nurses who had been employed for at least a year concerning their personal opinions with regard to some selected work activities. Of the 98 activities identified only one (2. Administer alcohol baths) was indicated by all respondents as having learned that activity while on the job. An overwhelming majority of the LPN graduates indicated that they had learned most of their

job skills from their nursing education program. This would appear to be a very positive recommendation for the educational offerings.

A further review of Table 2, found in the appendix, also indicated a rather strong correlation between those job activities that are considered to be of the greatest importance and how well each graduate feels they are performing that task. Of the 98 activities, only 10 were marked as unimportant by any respondent. It is not suggested that the following items be deleted from the instructional program, only given low priority.

14. Assist groups of clients in identifying short and long range objectives.

33. Conduct therapeutic interviews.

34. Construct client care plans, utilizing standard approaches to patient care.

36. Contribute to health-related and non-health related organizations.

37. Coordinate actions with others to develop continuing education activities.

38. Coordinate health team in organizing data.

64. Explain facility rules as they apply to self and client.

65. Facilitate the collection of research data.

67. Formulate and initiate recommendations for improvements of performance of health team members.

95. Identify health care needs of the target population.

It should also be noted that only one activity was marked as being very important by 100 percent of the respondents.

26. Check and maintain drainage tubing with or without suction, e.g., urinary catheters, naso-gastric tube to Gomco, etc.

In answer to the question "how well do you perform each activity?" it is easy to see that the vast majority of the graduates perceived their

performance to be very strong. Part of the strong self-rating may be due to a false sense of one's own performance due to a lack of significant job experience. However, those few employers who did respond were very much satisfied with the work performance of the LPN.

It is suggested that additional student-learner practice time be devoted to the following items in order to develop more self confidence in carrying out their job activities.

5. Administer respiratory treatments using compressed air with or without medications.

10. Apply hypothermia blanket.

11. Apply tourniquet (rotating).

16. Assist in collecting research data.

25. Become knowledgeable of current legislation affecting role of all team members.

36. Contribute to health-related and non-health related organizations.

37. Coordinate actions with others to develop continuing education activities.

38. Coordinate health team in organizing data.

45. Demonstrate knowledge of professional associations and other groups concerned with health care.

49. Describe outcome criteria for meeting various categories of health care needs.

65. Facilitate the collection of research data.

66. Formulate a problem so that it can be researched.

74. Help others to arrange for experiences that foster growth.

90. Identify cultural needs.

95. Identify health care needs of the target population.

The original idea of this research was to measure the graduates of the ADN program in similar fashion as just discussed for LPN. However, the return rate from the ADN was so low that their results were judged not to be statistically valid. As a result of the low returns, data was not tabled. However, casual observation of the returns would indicate the same positive feeling of the graduates of the ADN program as was indicated by the LPN's. The results from the ADN survey were not as closely grouped as the LPN responses. Possibly, this was due to the diversity of employment by the ADN graduates.

GENERAL SUMMARY

1. The survey took longer to complete than was originally anticipated by the researcher.

2. Return results from all three levels of nursing instructors was adequate and they tended to be very positive in their outlook.

3. Several job activities or expectations were identified for additional study by nursing curriculum developers, although on the whole the current instructional program appears to be satisfying the needs of the graduates.

4. Return rates from both the ADN graduates and program employers were not satisfactory. Possibly this survey was perceived as a threat and the instrument was judged as being too lengthy.

APPENDIX

Table 1 Nursing Instructors Percentage Rating of Work Expectations

Table 2 LPN Graduates Rating Concerning Work Expectations

Suggested Curriculum Arrangement for Health Care Delivery System
Licensed Practical Nurse
Associate Degree Nurse

Table 1

NURSING INSTRUCTORS PERCENTAGE RATING OF WORK EXPECTATIONS

Activities	Very Important			Avg. Important			Unimportant		
	Aide	LPN	ADN	Aide	LPN	ADN	Aide	LPN	ADN
1. Accept and develop working relationships with patients and members of the health team.	75	98	100	25	2	-	-	-	-
2. Administer alcohol baths.	25	20	10	25	66	40	50	14	50
3. Administer gastrostomy feedings.	25	45	55	-	55	45	75	-	-
4. Administer intradermal test solutions.	-	16	30	25	52	50	75	32	20
5. Administer respiratory treatments using compressed air with or without medications.	-	2	-	25	23	25	75	75	75
6. Administer IPPB treatments with or without oxygen, with or without medications.	-	16	5	25	22	30	75	62	65
7. Administer oxygen.	25	55	60	25	20	30	50	25	10
8. Apply infra-red, ultra violet, and bilirubin lamps.	-	14	30	25	55	45	75	31	25
9. Apply restraints.	50	59	70	50	41	25	-	-	5
10. Apply hypothermia blanket.	50	18	30	-	62	55	50	20	15
11. Apply tourniquet (rotating).	-	22	30	25	27	40	75	51	30
12. Assign patients and personnel to team members.	-	14	45	25	34	40	75	52	15
13. Assist clients to deal with health problems in an unstructured setting.	-	16	35	25	41	20	75	43	45

Table 1 (Continued)

14. Assist groups of clients in identifying short and long range objectives.	25	14	40	25	34	35	50	52	25
15. Assist health team members to identify mechanisms to communicate with people who have communication difficulties.	25	48	45	25	25	45	50	27	10
16. Assist in collecting research data.	25	7	15	25	25	25	50	68	60
17. Assist in formulating the list of client's needs or problems.	50	59	80	50	34	15	-	7	5
18. Assist in identifying problem areas in nursing practice.	25	59	50	25	36	45	50	5	5
19. Assist in modifying a teaching plan when necessary.	25	52	65	25	30	25	50	18	10
20. Assist in watching blood transfusions.	50	59	70	25	41	25	25	-	5
21. Assist others to identify their physical growth needs.	-	23	40	-	36	35	100	41	25
22. Assist others to recognize, differentiate, and maintain confidentiality.	50	59	90	50	34	10	-	7	-
23. Assist others to work within current limitations of legal practice.	50	45	70	25	39	25	25	16	5
24. Assume the responsibility for acquiring knowledge of the job description, employer expectations, and employee benefits.	75	61	55	25	34	35	-	5	10
25. Become knowledgeable of current legislation affecting role of all team members.	25	43	40	25	50	60	50	7	-
26. Check and maintain drainage tubing with or without suction, e.g., urinary catheters, naso-gastric tube to Gomco, etc.	75	82	90	25	18	10	-	0	-
27. Collaborate with all members of the health team.	75	80	90	-	18	10	25	2	-
28. Collect specimens (nose, gastric, etc.)	50	66	60	25	34	40	25	0	-
29. Communicate observations of health and learning needs.	50	89	75	50	11	25	-	0	-

Table 1 (Continued)

30. Communicate the need for further change through appropriate channels.	25	45	55	25	53	40	50	2	5
31. Communicate the value of active participation in professional organizations.	25	45	55	-	50	35	75	5	10
32. Communicate with other health care personnel about client needs.	50	84	75	25	16	25	25	0	-
33. Conduct therapeutic interviews.	-	11	65	25	27	20	75	62	15
34. Construct client care plans, utilizing standard approaches to patient care.	-	39	85	25	47	15	75	14	-
35. Compare care provided in the health care system with described outcome criteria.	25	21	45	-	25	35	75	55	20
36. Contribute to health-related and non-health related organizations.	25	16	15	25	61	55	50	22	30
37. Coordinate actions with others to develop continuing education activities.	25	16	20	-	27	45	75	57	35
38. Coordinate health team in organizing data.	-	11	10	25	21	65	75	68	25
39. Coordinate nursing activity with those of other disciplines.	25	28	40	25	36	35	50	36	25
40. Coordinate the activities needed to implement a change in health care.	-	11	25	25	41	60	75	48	15
41. Define own role as it relates to others in the health care delivery system.	50	66	75	50	34	25	-	0	-
42. Demonstrate acceptance of plans for change.	25	47	55	50	46	40	25	7	5
43. Demonstrate knowledge of laws governing nursing.	25	50	70	25	48	25	50	2	5
44. Demonstrate knowledge of nursing organizations.	-	46	45	25	50	50	75	4	5
45. Demonstrate knowledge of professional associations and other groups concerned with health care.	-	32	50	25	59	45	75	9	5

Table 1 (Continued)

46.	Describe and document behavior occurring in a changing situation.	25	39	55	-	45	35	75	16	10
47.	Describe behaviors which indicate the client has learned.	25	50	55	25	36	35	50	14	5
48.	Describe how the individual can participate in the political process as it affects change in health care delivery system.	25	11	15	-	36	40	75	53	45
49.	Describe outcome criteria for meeting various categories of helath care needs.	25	16	35	-	39	45	75	45	20
50.	Describe the behaviors necessary to implement a change.	-	16	20	50	41	55	50	43	25
51.	Describe the functions of all health team members (within the employing agency).	-	25	35	25	52	50	75	23	15
52.	Describe the role of the nurse in a non-traditional type of health care system.	25	16	25	-	41	25	75	43	50
53.	Differentiate and share with appropriate person what information is pertinent to client well-being.	50	52	70	25	39	25	25	9	5
54.	Document appropriate teaching on the client's record.	-	62	70	25	27	25	75	11	5
55.	Document the effectiveness of change.	25	46	60	-	34	35	75	20	5
56.	Do health assessment, including health history and systematic physical inspection.	-	18	40	-	23	20	100	59	40
57.	Do pre-operative preparation by teaching post-operative exercises in conditions affecting mobility, e.g., arm, leg, surgery amputation.	-	50	70	75	48	25	25	2	5
58.	Encourage others to participate in continuing education activities.	25	36	40	25	57	55	50	7	5
59.	Evaluate communications patterns of self and others.	25	41	60	25	48	35	50	11	5
60.	Evaluate completion of assigned duties.	25	57	75	50	34	25	25	9	-

Table 1 (Continued)

61. Evaluate performance of self and others in nursing team.	25	48	70	-	34	30	75	18	-
62. Evaluate the effectiveness of communication between clients and staff.	25	41	65	-	50	35	75	9	-
63. Evaluate the performance of health team members.	-	25	25	-	25	55	100	50	20
64. Explain facility rules as they apply to self and client.	25	59	50	50	32	35	25	9	15
65. Facilitate the collection of research data.	-	9	10	-	23	45	100	68	45
66. Formulate a problem so that it can be researched.	-	5	5	-	14	15	100	81	80
67. Formulate and initiate recommendations for improvements of performance of health team members.	-	11	15	25	25	50	75	64	35
68. Formulate comprehensive health objectives for nursing action for clients and groups.	-	16	25	-	25	25	100	59	50
69. Formulate objectives for nursing action in relation to patient's needs or problems.	-	43	50	-	32	45	100	25	5
70. Formulate teaching strategy to assist clients to deal with complex health problems.	-	23	45	-	23	30	100	54	25
71. Give general skin care to patients.	100	87	85	-	11	10	-	2	5
72. Give intravenous medications.	-	16	70	-	11	30	100	73	-
73. Help individuals to resolve conflicts.	-	70	90	75	66	60	25	14	-
74. Help others to arrange for experiences that foster growth.	-	18	30	-	62	40	100	70	30
75. Identify alternative strategies of providing health care.	-	16	40	-	27	55	100	57	5
76. Identify appropriate methods for teaching client and family.	-	20	50	-	64	50	100	16	-

Table 1 (Continued)

77.	Identify and set priorities for the health care of clients.	-	27	65	25	62	30	75	11	5
78.	Identify and use beginning principles of leadership in management (planning, organizing, directing).	-	22	45	-	39	35	100	39	20
79.	Identify and verbalize the positive contributions of individuals in effecting a specific change.	-	20	30	25	39	45	75	41	25
80.	Identify, assess, and relate patients communications to others in the health team.	50	36	75	-	53	25	50	11	-
81.	Identify a variety of communication barriers.	-	50	65	25	41	35	75	9	-
82.	Identify basic emotional needs of patients.	25	17	90	50	23	10	25	0	-
83.	Identify basic physiological needs.	50	17	90	50	23	10	-	0	-
84.	Identify patient's economic needs.	25	39	50	25	43	35	50	16	15
85.	Identify patient's sociological needs.	25	45	55	50	45	45	25	10	-
86.	Identify patient's spiritual needs.	25	65	75	75	30	25	-	5	-
87.	Identify components of health care systems.	25	20	50	50	55	35	25	25	15
88.	Identify covert learning needs.	-	20	45	50	55	40	50	25	15
89.	Identify criteria to measure outcome of nursing care.	25	27	60	-	53	30	75	20	10
90.	Identify cultural needs.	25	5	45	50	82	55	25	13	-
91.	Identify current legal limitations as related to your nursing roles.	50	73	70	25	22	30	25	5	-
92.	Identify data relevant to patient's problems.	-	50	80	25	45	20	75	5	-
93.	Identify deficiencies in health care services in a given community.	-	14	15	-	43	50	100	43	35
94.	Identify health care needs for a given community.	-	11	20	-	34	40	100	55	40
95.	Identify health care needs [illegible] target population.	-	11	25	-	23	40	100	66	35

Table 1 (Continued)

96. Identify individualized approaches to meet patient's needs.	-	55	85	25	34	15	75	11	-
97. Identify methods to assist team members to communicate with clients of varying cultural backgrounds.	-	22	35	25	42	35	75	36	30
98. Identify methods to facilitate communication.	25	45	70	50	48	30	25	7	-
99. Identify overlapping problems which result in conflicting goals.	-	20	40	50	34	55	50	46	5
100. Identify overt health needs of a patient.	-	61	70	50	34	30	50	5	-
101. Identify overt deviation from normal.	25	62	70	50	36	30	25	2	-
102. Identify own legal role.	50	77	65	50	16	35	-	7	-
103. Identify own strengths and weaknesses.	75	50	85	25	27	15	-	3	-
104. Identify possible communication blocks.	50	25	75	25	48	20	25	7	5
105. Identify strengths and weaknesses of personnel less prepared than self.	-	25	40	25	52	50	75	23	10
106. Identify the eligibility requirements for specific agencies.	25	16	15	25	27	20	50	57	65
107. Identify the functions of various agencies in a given locale.	25	18	20	25	36	40	50	46	40
108. Identify the mechanisms of the judicial process within the realm of nursing practice.	-	20	30	25	25	55	75	55	20
109. Identify the multiple health needs of patient.	25	45	70	50	48	20	25	7	10
110. Identify the principle of change applicable to a specific problem.	-	18	35	50	59	40	50	23	25
111. Identify the need for assistance from other agencies with the health care delivery system.	-	20	25	25	64	65	75	16	10

Table 1 (Continued)

112. Identify the need for client education concerning health care delivery systems.	-	22	30	-	56	60	100	22	10
113. Identify the needs of individuals and groups within the community.	-	14	20	-	56	35	100	30	45
114. Implement those changes within the scope of own professional preparation.	-	16	45	-	59	45	100	25	10
115. Initiate a teaching plan for a patient with a common health problem.	-	45	75	-	43	25	100	12	-
116. Initiate cardiac pulmonary resusitation.	50	68	95	50	30	5	-	2	-
117. Initiate referral of patients' to appropriate agencies.	-	16	45	-	68	55	100	16	-
118. Irrigate stomach.	-	45	60	-	41	35	100	14	5
119. Insert nasogastric tubes.	-	64	70	-	20	30	100	16	-
120. Insert urinary catheters.	-	77	70	-	23	30	100	0	-
121. Interact in a one-to-one relationship.	75	77	85	25	23	15	-	0	-
122. Interact in group settings.	75	59	60	-	34	40	25	7	-
123. Interpret and implement standard nursing policies as they apply to patients.	50	59	70	50	34	30	-	7	-
124. Interpret patients care needs in relation to available self.	25	61	60	25	23	40	50	16	-
125. Interpret current legislation relating to health care delivery.	-	23	30	50	30	40	50	47	30
126. Interpret research findings of the health team.	-	9	20	-	23	20	100	68	60
127. Interpret the need for specific change to the individuals involved.	25	16	35	25	25	45	50	59	20
128. Interpret the referral mechanisms for access to specific agencies.	-	11	25	25	34	55	75	55	20

Table 1 (Continued)

129.	Interpret the role of the nurse as a professional care provider to other staff members and the community.	-	36	50	-	28	35	100	36	15
130.	Interview clients and collect specific data both with and without a structured tool.	-	16	35	-	14	60	100	70	5
131.	Involve the patient in developing nursing care plans.	-	48	70	25	48	25	75	4	5
132.	Involve the family in developing health care plans.	-	48	75	-	48	20	100	4	5
133.	List the line of authority to follow in employing agency.	25	43	50	50	41	35	25	16	15
134.	Maintain confidential information.	75	70	95	25	7	5	-	23	-
135.	Maintain traction.	75	77	75	25	23	25	-	0	-
136.	Make adjustments in patient care.	-	75	80	75	23	20	25	2	-
137.	Make adjustments in nursing care plan.	-	77	85	50	21	15	50	2	-
138.	Make observations relevant to a wide variety of client and family needs.	-	66	65	75	27	20	25	7	15
139.	Measure outcomes of care according to the formulated objective.	25	61	65	25	60	25	50	9	10
140.	Modify own communication pattern to improve interpersonal relationships.	50	68	75	25	25	25	25	7	-
141.	Obtain opportunities for own continuing education.	50	66	75	25	32	25	25	2	-
142.	Obtain recommendations for own improvement.	75	66	65	25	32	30	-	2	5
143.	On request, obtain information of health care agencies.	-	57	45	25	32	35	75	11	20
144.	Organize and implement nursing audit systems.	-	11	15	-	11	30	100	78	55
145.	Organize basic data in collaboration with other health team members.	-	18	25	25	14	40	75	68	35

Table 1 (Continued)

146. Organize data from various sources outside the health setting.	-	9	15	-	9	15	100	82	30
147. Organize data in collaboration with other members of the health team.	-	11	20	25	27	55	75	62	25
148. Participate in organizing new elements of health care delivery system.	-	9	35	25	25	35	75	66	30
149. Participate in the nursing audit.	-	14	25	25	61	40	75	25	35
150. Plan and direct activities of self and others in providing health care.	-	45	55	-	37	40	100	18	5
151. Plan goals for the improvement of own performance.	75	70	75	25	25	15	-	5	10
152. Prepare and give oral medications.	-	82	85	-	16	15	100	2	-
153. Prepare and give parenteral injections, other than intravenous.	-	82	85	-	16	15	100	2	-
154. Propose an orderly process for effecting a change in the health care delivery system	-	7	20	25	25	55	75	68	25
155. Provide guidance to individuals and groups to interpret and evaluate the significance of varying cultural backgrounds.	-	11	20	25	23	30	75	66	50
156. Provide guidance to other team members in understanding and coping with change.	-	11	25	-	34	50	100	55	25
157. Recognize cultural variations.	25	53	45	75	45	45	-	2	10
158. Recognize that facility costs are patient costs.	50	55	65	50	45	35	-	0	-
159. Recognize the importance of a teaching plan for a patient.	-	55	85	50	43	15	50	2	-
160. Recognize what is confidential information.	75	59	85	25	9	15	-	2	-
161. Record parenteral intake.	25	81	75	50	14	25	25	5	-
162. Regulate and discontinue blood transfusions.	-	41	70	-	18	30	100	41	-

Table 1 (Continued)

163.	Regulate and discontinue intravenous fluids.	-	68	75	25	27	25	75	5	-
164.	Remove fecal impactions.	50	55	60	50	45	40	-	0	-
165.	Report patient communication to the appropriate team member.	75	84	75	25	16	25	-	0	-
166.	Report levels of patient and family's satisfaction with care.	50	73	60	50	27	40	-	0	-
167.	Report outcomes of care accurately and appropriately.	75	84	75	25	16	25	-	0	-
168.	Review assessments made by health team and direct the implementation.	-	23	55	50	20	25	50	57	20
169.	Seek guidance to determine alternatives to care.	75	77	75	25	18	25	-	5	-
170.	Select alternative teaching strategies when necessary.	-	27	55	25	59	40	75	14	5
171.	Select data from a variety of sources relevant to client's problems.	-	27	50	25	39	50	75	34	-
172.	Select teaching material from available resources.	-	25	55	-	50	35	100	23	-
173.	Set up and maintain irrigation systems.	25	50	60	-	41	35	75	9	5
174.	Start intravenous fluids.	-	22	65	-	5	30	100	73	5
175.	Suction nose and throat passage.	-	66	70	-	34	30	100	0	-
176.	Support and facilitate the change process in structured and unstructured situations.	-	27	40	25	34	40	75	39	20
177.	Take steps to insure own professional development.	25	66	80	50	34	20	25	0	-
178.	Take vital signs.	75	82	90	25	16	10	-	2	-
179.	Teach basic health information.	50	66	90	25	32	10	25	2	-

Table 1 (Continued)

180.	Teach patient, family, personnel in relation to objective or nursing care of current illness, convalescence.	-	43	75	50	46	25	50	11	-
181.	Teach patients to turn, cough, deep breathe.	75	77	85	-	23	15	25	0	-
182.	Transcribe physician's orders.	-	36	60	-	30	25	100	34	15
183.	Understand the need to maintain the employing agency's regulations.	25	64	55	50	34	40	25	2	5
184.	Use ambu bag for pulmonary resusitation.	25	59	75	25	34	25	50	7	-
185.	Use appropriate sterile techniques.	50	86	90	25	14	10	25	0	-
186.	Use available resources to modify actions in the implementation of change.	25	23	50	25	59	30	50	18	20
187.	Use common medical terminology and abbreviations.	75	77	70	25	23	30	-	0	-
188.	Use extensive medical terminology and abbreviations appropriately.	25	34	45	25	43	35	50	23	20
189.	Use information to support health promotion and maintenance.	25	53	70	50	36	25	25	11	5
190.	Use oral, pharyngeal and tracheal suction.	-	61	80	-	34	20	100	5	-
191.	Use plans for change.	25	61	55	50	32	40	25	7	5
192.	Use precaution in administering and handling drugs.	-	95	85	-	5	10	100	0	5
193.	Use the problem solving process to evaluate current practices.	25	36	80	25	32	20	50	32	-
194.	Utilize medical records to document data and client progress.	-	34	50	-	32	30	100	34	20
195.	Utilize priority setting in planning and organizing patient care.	25	66	70	25	34	25	50	0	5
196.	With other, develop rules for patients and personnel in a health care setting.	-	36	50	25	36	25	75	28	25
197	With the help of a supervisor, make plans to improve performance.	50	75	65	50	23	35	-	2	-

Table 2

LPN GRADUATES OPINION PERCENTAGE RATING CONCERNING WORK EXPECTATIONS

Activities	Where Learned			How Important				How Well Performed			
	1	2	3	1	2	3	4	1	2	3	4
1. Accept and develop working relationships with patients and members of the health team.	50	25	25	--	--	25	75	--	12	38	50
2. Administer alcohol baths.	100	--	--	--	75	25	--	--	--	75	25
3. Administer gastrostomy feedings.	50	50	--	--	13	37	50	--	24	26	50
4. Administer intradermal test solutions.	24	76	--	--	12	25	63	--	24	49	27
5. Administer respiratory treatments using compressed air with or without medications.	88	12	--	--	25	13	62	--	50	13	37
6. Administer IPPB treatments with or without oxygen, with or without medications.	75	25	--	--	13	25	62	12	25	38	25
7. Administer oxygen.	38	62	--	--	--	12	88	--	--	49	51
8. Apply infra-red, ultra violet, and bilirubin lamps.	38	62	--	--	12	39	49	--	38	12	50
9. Apply restraints.	62	38	--	--	50	12	38	--	12	63	25
10. Apply hypothermia blanket.	25	75	--	--	13	63	24	--	50	24	26
11. Apply tourniquet (rotating).	38	62	--	--	37	25	38	50	12	25	13
12. Assign patients and personnel to team members.	38	62	--	--	37	13	50	--	38	50	12
13. Assist clients to deal with health problems in an unstructured setting.	50	38	12	--	13	50	37	--	35	52	13
14. Assist groups of clients in identifying short and long range objectives.	62	38	--	12	12	38	38	12	13	75	--
15. Assist health team members to identify mechanisms to communicate with people who have communication difficulties.	38	62	--	--	12	38	50	12	13	50	25
16. Assist in collecting research data.	25	50	25	--	50	37	13	--	60	25	15
17. Assist in formulating the list of client's needs or problems.	13	87	--	--	12	25	63	--	12	63	25
18. Assist in identifying problem areas in nursing practice.	50	50	--	--	--	75	25	--	12	50	38
19. Assist in modifying a teaching plan when necessary.	38	62	--	--	25	12	63	--	13	87	--
20. Assist in watching blood transfusions.	25	75	--	--	--	10	90	13	--	75	12

Table 2 (Continued)

21. Assist others to identify their physical growth needs.	12	88	--	--	12	65	23	--	25	75	--
22. Assist others to recognize, differentiate, and maintain confidentiality.	--	88	12	--	13	25	62	--	38	50	12
23. Assist others to work within current limitations of legal practice.	13	87	--	--	--	12	88	--	--	37	63
24. Assume the responsibility for acquiring knowledge of the job description, employer expectations, and employee benefits.	63	37	--	--	12	12	76	--	12	38	50
25. Become knowledgeable of current legislation affecting role of all team members.	12	88	--	--	13	25	62	--	50	24	26
26. Check and maintain drainage tubing with or without suction, e.g., urinary catheters, naso-gastric tube to Gomco, etc.	25	75	--	--	--	--	100	--	--	12	88
27. Collaborate with all members of the health team.	50	50	--	--	--	38	62	--	--	63	37
28. Collect specimens (nose, gastric, etc.)	25	75	--	--	13	24	63	--	--	38	62
29. Communicate observations of health and learning needs.	38	62	--	--	--	38	62	--	13	61	26
30. Communicate the need for further change through appropriate channels.	62	38	--	--	12	24	64	--	25	75	--
31. Communicate the value of active participation in professional organizations.	20	80	--	--	38	25	37	12	37	39	12
32. Communicate with other health care personnel about client needs.	50	50	--	--	13	24	63	--	--	75	25
33. Conduct therapeutic interviews.	21	79	--	12	37	13	38	12	25	63	--
34. Construct client care plans, utilizing standard approaches to patient care.	25	75	--	13	--	37	50	12	13	50	25
35. Compare care provided in the health care system with described outcome criteria.	24	64	12	--	25	38	37	--	24	63	13
36. Contribute to health-related and non-health related organizations.	25	25	50	13	64	13	--	38	50	12	--
37. Coordinate actions with others to develop continuing education activities.	24	52	24	12	12	25	57	25	38	25	12
38. Coordinate health team in organizing data.	37	50	13	13	49	13	25	--	64	13	13
39. Coordinate nursing activity with those of other disciplines.	35	65	--	--	25	38	37	--	38	62	--
40. Coordinate the activities needed to implement a change in health care.	25	75	--	--	13	37	50	--	37	50	13

Table 2 (Continued)

41. Define own role as it relates to others in the health care delivery system.	38	62	--	--	--	45	55	--	13	50	37
42. Demonstrate acceptance of plans for change.	49	38	13	--	--	38	62	--	--	38	62
43. Demonstrate knowledge of laws governing nursing.	--	100	--	--	13	38	49	--	13	50	37
44. Demonstrate knowledge of nursing organizations.	--	95	5	--	13	62	25	12	13	75	--
45. Demonstrate knowledge of professional associations and other groups concerned with health care.	--	100	--	--	12	76	12	--	55	45	--
46. Describe and document behavior occurring in a changing situation.	12	80	--	--	--	26	74	--	13	38	49
47. Describe behaviors which indicate the client has learned.	25	75	--	--	23	--	77	--	13	38	49
48. Describe how the individual can participate in the political process as it affects change in health care delivery system.	--	88	12	--	64	12	24	--	52	36	12
49. Describe outcome criteria for meeting various categories of helath care needs.	13	87	--	--	48	25	27	--	75	13	12
50. Describe the behaviors necessary to implement a change.	50	37	13	--	12	50	38	--	38	37	25
51. Describe the functions of all health team members (within the employing agency).	45	50	5	--	12	39	49	--	25	38	37
52. Describe the role of the nurse in a non-traditional type of health care system.	24	63	13	--	13	62	25	--	13	49	38
53. Differentiate and share with appropriate person what information is pertinent to client well-being.	80	20	--	--	--	24	76	--	--	40	60
54. Document appropriate teaching on the client's record.	24	76	--	--	--	14	86	--	--	38	62
55. Document the effectiveness of change.	21	79	--	--	13	12	75	--	22	27	51
56. Do health assessment, including health history and systematic physical inspection.	25	75	--	--	--	13	87	--	13	51	26
57. Do pre-operative preparation by teaching post-operative exercises in conditions affecting mobility, e.g., arm, leg, surgery amputation.	13	87	--	--	--	12	88	--	--	25	75
58. Encourage others to participate in continuing education activities.	24	63	13	--	13	13	84	--	13	50	37
59. Evaluate communications patterns of self and others.	38	62	--	--	24	--	76	--	22	40	38
60. Evaluate completion of assigned duties.	25	63	12	--	--	25	75	--	--	24	76

Table 2 (Continued)

61.	Evaluate performance of self and others in nursing team.	63	37	--	--	12	13	75	--	13	24	63
62.	Evaluate the effectiveness of communication between clients and staff.	24	76	--	--	--	23	77	--	13	62	25
63.	Evaluate the performance of health team members.	50	50	--	--	13	50	37	--	13	63	24
64.	Explain facility rules as they apply to self and client.	45	55	--	12	--	38	50	--	12	88	--
65.	Facilitate the collection of research data.	--	87	13	12	25	50	13	12	63	--	25
66.	Formulate a problem so that it can be researched.	--	88	12	--	50	38	12	25	38	37	--
67.	Formulate and initiate recommendations for improvements of performance of health team members.	63	37	--	13	--	37	50	--	13	74	13
68.	Formulate comprehensive health objectives for nursing action for clients and groups.	25	63	12	--	--	75	25	--	53	47	--
69.	Formulate objectives for nursing action in relation to patient's needs or problems.	13	87	--	--	--	26	74	--	13	38	49
70.	Formulate teaching strategy to assist clients to deal with complex health problems.	13	64	13	--	--	24	76	--	24	63	13
71.	Give general skin care to patients.	25	75	--	--	--	--	100	--	--	--	100
72.	Give intravenous medications.	38	25	--	--	--	--	63	12	--	38	13
73.	Help individuals to resolve conflicts.	37	50	13	--	--	50	50	--	24	50	26
74.	Help others to arrange for experiences that foster growth.	25	63	12	--	25	26	49	--	50	37	13
75.	Identify alternative strategies of providing health care.	24	76	--	--	24	38	38	--	24	51	25
76.	Identify appropriate methods for teaching client and family.	--	100	--	--	25	25	50	13	13	74	--
77.	Identify and set priorities for the health care of clients.	25	75	--	--	--	45	55	--	13	50	37
78.	Identify and use beginning principles of leadership in management (planning, organizing, directing).	24	76	--	--	13	38	49	--	38	38	24
79.	Identify and verbalize the positive contributions of individuals in effecting a specific change.	38	62	--	--	24	38	38	--	20	55	25
80.	Identify, assess, and relate patients communications to others in the health team.	25	75	--	--	--	38	62	--	[illegible]	[illegible]	37

Table 2 (Continued)

81.	Identify a variety of communication barriers.	38	62	--	--	13	26	61	--	--	87	13
82.	Identify basic emotional needs of patients.	13	87	--	--	12	27	61	--	--	37	63
83.	Identify basic physiological needs.	13	87	--	--	--	38	62	--	12	38	50
84.	Identify patient's economic needs.	--	87	13	--	27	51	27	--	37	50	13
85.	Identify patient's sociological needs.	12	75	13	--	--	63	37	--	38	38	24
86.	Identify patient's spiritual needs.	12	75	13	--	--	47	53	--	13	75	12
87.	Identify components of health care systems.	--	100	--	--	38	24	38	--	25	75	--
88.	Identify covert learning needs.	24	63	12	--	38	37	25	--	50	38	12
89.	Identify criteria to measure outcome of nursing care.	12	88	--	--	--	37	63	--	23	77	--
90.	Identify cultural needs.	5	90	5	--	25	38	37	12	76	12	--
91.	Identify current legal limitations as related to your nursing roles.	--	100	--	--	--	13	87	--	12	50	38
92.	Identify data relevant to patient's problems.	--	100	--	--	--	50	50	--	13	61	26
93.	Identify deficiencies in health care services in a given community.	13	50	25	--	13	25	50	--	25	38	25
94.	Identify health care needs for a given community.	25	50	13	--	25	12	50	--	25	50	13
95.	Identify health care needs of the target population.	25	50	13	13	--	25	50	--	50	25	13
96.	Identify individualized approaches to meet patient's needs.	25	75	--	--	--	13	87	--	--	51	49
97.	Identify methods to assist team members to communicate with clients of varying cultural backgrounds.	13	75	12	--	--	13	87	--	37	63	--
98.	Identify methods to facilitate communication.	12	88	--	--	13	--	87	--	25	63	12

HEALTH CARE DELIVERY SYSTEM

DEFINITION: Voluntary and governmental organizations and institutions at international, national, state, and local levels that influence health policy and provide preventive, therapeutic, and rehabilitative services.

LICENSED PRACTICAL NURSE

GOAL: Given the health care delivery system, the practical nurse has the knowledge and understanding to identify own responsibilities, to communicate with other categories of personnel in employing agency, and to direct patients and families to appropriate person for information about community health care resources.

I. Recognizes licensed practical nurse role within the health care delivery system.

- A. Identifies functions of licensed practical nurse in the local community.
- B. Lists the line of authority to follow in employing agency.
- C. Describes the functions of all health team members of the employing agency.
- D. Describes role of licensed practical nurse to others.

II. Recognizes major elements and functions of health care delivery system in all levels.

- A. Identifies the need for client education concerning health care delivery system.
- B. Identifies the need for assistance from other agencies within the health care delivery system.
- C. Demonstrates ability to obtain information of health care agencies upon request or as needed.

ASSOCIATE DEGREE NURSE

Goal: In addition to practical nurse performances, the associate degree nurse has additional knowledge to identify responsibilities of health care personnel. She/he suggests referral sources to clients and families and is able to communicate with all components of local and state health care delivery systems.

I. Recognizes RN role within the health care delivery system.

- A. Defines own role as it relates to others in the health care delivery system.
- B. Communicates with other health care personnel about client needs.
- C. Coordinates nursing activity with those of other disciplines.

II. Facilitates client's use of existing health care delivery system.

- A. Identifies components of health care delivery system in a structured setting.
- B. Identifies the eligibility requirements for specific agencies.
- C. Interprets the referral mechanisms for access to specific agencies.
- D. Initiates referral of clients to appropriate agencies.

LICENSED PRACTICAL NURSE

ASSOCIATE DEGREE NURSE

III. Identifies the effect of political process on the health care delivery.

A. Interprets current legislation relating to health care delivery.

B. Describes how the individual can participate in the political process as it affects change in health care delivery system.

CHANGE

DEFINITION: Systematic process by which a significant alteration is made in the status quo.

LICENSED PRACTICAL NURSE

GOAL: Given a health care delivery system, the practical nurse is able to recognize the need for change and demonstrates willingness to change.

I. Identifies the need for change in giving client care.

- A. Uses beginning problem solving techniques in assessing health care delivery.
- B. Implements those changes which are within the scope of LPN practice.
- C. Communicates need for further change through appropriate channels.

II. Cooperates in effecting change.

- A. Demonstrates acceptance of plans for change.
- B. Uses the plan for change.

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ASSOCIATE DEGREE NURSE

GOAL: In addition to practical nurse performances, the associate degree nurse is able to utilize a systematic approach to identify problem areas and effect change in a structured setting.

I. Assesses effectiveness of current nursing practices in a given health care delivery system.

- A. Uses the problem solving process to evaluate current practices.
- B. Identifies need for change by acquiring newer concepts through formal or informal learning opportunities.

II. Initiates appropriate change within the scope of his/her practice.

- A. Develops a plan for change.
- B. Implements change through a planned team conference.
- C. Documents the effectiveness of change.

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III. Recognizes there are limitations to own and in other's capability to cope with change.

- A. Describes and documents behavior occuring in a changing situation.
- B. Uses available resources to modify actions in the implementation of change.

CHANGE - PAGE 2

LICENSED PRACTICAL NURSE

IV. Research

A. Assists in data collection.

ASSOCIATE DEGREE NURSE

IV. Research

A. Assists in identifying problem areas in nursing practice.

TEACHING

DEFINITION: Facilitating learning and instructing clients and others in preventive and/or therapeutic measures.

LICENSED PRACTICAL NURSE

GOAL: The practical nurse, with guidance, participates in health teaching of clients.

I. Gives basic health information and assists in development and implementation of plan for the individual client that may include the family.

- A. Recognizes importances of a teaching plan for a client.
- B. Identifies overt health needs of a client.
- C. Communicates observations of health and learning needs.
- D. Implements teaching of basic health information for health promotion, maintenance, restoration, or rehabilitation.

II. Documents and does beginning client learning evaluation of common health problems.

- A. Documents teaching on the client's record.
- B. Describes behaviors which indicate the client has learned.

ASSOCIATE DEGREE NURSE

GOAL: In addition to practical nurse performances, the associate degree nurse initiates basic health teaching for clients and staff in a structured setting.

I. Develops and implements teaching plan of common health problems in a structured setting.

- A. Identifies multiple health needs of client.
- B. Identifies covert learning needs.
- C. Selects material from available resources.
- D. Identifies appropriate methods of teaching client and family.
- E. Initiates a teaching plan for client with a common health problem.

II. Documents and evaluates teaching plan of common health problems in a structured setting.

- A. Assists team in modifying teaching plan when necessary.

MANAGEMENT

DEFINITION: Application of mental and physical resources to secure a desired result.

LICENSED PRACTICAL NURSE

GOAL: The practical nurse demonstrates responsibility for own actions and for planning and organizing client activity in a structured setting.

I. Participates in self assessment.

- A. Identifies own strengths and weaknesses.
- B. Obtains recommendations for improvements.
- C. Evaluates completion of assigned duties.

II. Seeks experiences that will foster growth.

- A. Plans goals with help of a supervisor for improvement of performance.
- B. Obtains opportunities for own continuing education.
- C. Demonstrates knowledge of nursing organizations.

III. Demonstrates knowledge of ethical/legal principles as applied to self, clients, and others.

- A. Recognizes what is confidential information.

ASSOCIATE DEGREE NURSE

GOAL: In addition to practical nurse performances, the associate degree nurse is responsible for providing guidance to less prepared personnel and begins to develop the leadership role directing client activity in a work setting.

I. Appraises abilities of health team members.

- A. Identifies strengths and weaknesses of personnel less prepared.
- B. Evaluates the performance of health team members.
- C. Formulates and initiates recommendations for improvements.

II. Obtains experiences that will foster growth.

- A. Plans goals for improvement of performance.
- B. Encourages others to participate in continuing education activities.
- C. Demonstrates knowledge of professional association and other groups concerned with health care.

III. Applies ethical/legal limitations to nursing practice.

- A. Assists others to recognize, differentiate, and maintain confidentiality.

LICENSED PRACTICAL NURSE

B. Differentiates and shares with appropriate person what information is pertinent to client well being.

C. Maintains confidential information.

D. Demonstrates knowledge of laws governing nursing.

E. Identifies current legal limitations as related to practical nurse role.

IV. Practices conservation of available resources.

A. Utilizes priority setting in planning and organizing client care.

B. Recognizes that facility costs are client costs.

V. Understands the needs to identify and maintain the employing agency rules and regulations as they apply to self and client.

A. Assumes the responsibility for acquiring knowledge of the job description, employer expectations, and employee benefits.

B. Explains facility rules and regulations as they apply to self and client.

ASSOCIATE DEGREE NURSE

B. Identifies own legal role and assists others to work within current legal limitations of legal practice.

IV. Applies beginning principles of management in saving and utilizing time, client costs, and energy.

A. Utilizes priority setting in planning, organizing, and directing client care.

B. Interprets client care needs in relation to available staff.

V. Manages, with guidance, self and others assigned to care for a group of clients in a structured setting.

A. Identifies and uses beginning principles of leadership in management, that is, planning, organizing, and directing.

B. Interprets and implements standard nursing policies as they apply to clients.

C. Participates in the nursing audit.

COMMUNICATION

DEFINITION: A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

LICENSED PRACTICAL NURSE

GOAL: The practical nurse, with guidance, is able to function as a member of the nursing team in a given structured setting.

I. Applies beginning communication skills in each mode of communication (See Appendix A-Definitions.)

- A. Uses common medical terminology and abbreviations.
- B. Identifies and reports overt client communication to the appropriate team member in the designated mode.
- C. Utilizes medical records to document data and client progress.

II. Inter-personal relationships.

- A. Interacts in a one-to-one relationship and/or in a group setting.
- B. Identifies possible communication blocks.
- C. Recognizes that communication can be facilitated by certain responses.
- D. Modifies own communication pattern.
- E. Accepts and develops a working relationship with the client, his family, and the direct and indirect health team members.
- F. Interviews client and collects specific client data with and/or without a structured tool.

54/A

ASSOCIATE DEGREE NURSE

GOAL: In addition to practical nurse performances, the associate degree nurse is able to use effectively a variety of communication skills.

I. Identifies and applies communication skills.

- A. Uses extensive medical terminology and abbreviations; interprets same to other members of health team.
- B. Identifies, assesses, and relates overt/covert client communications to others within the health team.

II. Inter-personal relationships.

- A. Interacts in a one-to-one relationship and/or in a group setting.
- B. Identifies a variety of communication barriers.
- C. Evaluates communication patterns of self and others.
- D. Identifies methods to facilitate communication.
- E. Conducts a therapeutic interview and collects data from clients with defined health problems.
- F. Identifies methods to assist team members in communicating with clients of varying cultural

54/B

NURSING PROCESS

DEFINITION: The assessment of current and potential client health status with planning, implementing, and evaluating which are designed to alleviate, minimize, or prevent problems and promote and maintain health. Documentation is an integral part of the nursing process.

LICENSED PRACTICAL NURSE

GOAL: The practical nurse participates, under guidance, in the nursing process.

I. Assessment--makes observations relevant to client care.

- A. Identifies basic physiological, emotional, sociological, cultural, economic, and spiritual needs.
- B. Identifies overt deviation from normal.
- C. Identifies data relevant to clients' problems.
- D. Assists in formulating the list of client needs and/or problems.

II. Planning--contributes to the development of approaches to meet the needs of clients and families.

- A. Organizes basic data in collaboration with other health team members.
- B. Constructs client care plans, utilizing standard approaches to client care.

ASSOCIATE DEGREE NURSE

GOAL: In addition to the practical nurse performances, the associate degree nurse is accountable to operationalize the nursing process in a structured setting.

I. Assessment--makes observations relevant to wide variety of client and family needs.

- A. Identifies physiological, emotional, sociological, cultural, economic, and spiritual needs.
- B. Identifies deviation from normal.
- C. Selects data from a variety of sources relevant to clients' problems.
- D. Organizes data in collaboration with other health team members.
- E. Formulates the list of client needs and/or problems.

II. Planning--develops approaches to meet needs of clients and families in a structured setting.

- A. Formulates objectives for nursing action in relation to client needs and/or problems.
- B. Identifies individualized approaches to meet clients' needs.
- C. Involves clients and family in developing nursing care plans.

LICENSED PRACTICAL NURSE

III. Implementation--carries out planned approaches to ensure safety and effectiveness by giving basic nursing care and performing therapeutic nursing techniques.

IV. Evaluation--appraises the effectiveness of own care.

A. Reports outcomes of care given accurately and in an appropriate manner.

B. Reports levels of clients' and family's satisfaction with care.

C. Seeks guidance to determine alternatives to care.

D. Makes adjustments in care.

ASSOCIATE DEGREE NURSE

III. Implementation--carries out planned approaches to ensure safety and effectiveness by performing therapeutic nursing functions based on biological and psycho-social principles and current nursing knowledge and/or theory.

IV. Evaluation--judges the effectiveness of care.

A. Measures outcome of care according to the formulated objective.

B. Makes adjustment in nursing care plan.

KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education
College of Education
Holton Hall
Manhattan, Kansas 66506

To: Recent Nursing Graduate
From: Robert E. Scott
Refer: Minimum Work Behavior Expectations

We need your assistance to evaluate the enclosed document "Minimum Work Behavior Expectations." The State Department of Education has funded a grant thru Kansas State University to research the opinions of 1) Teachers of Nursing Education, 2) recent nursing program graduates, such as yourself, and 3) the graduates immediate job supervisor. This project should allow for a three-way look toward job expectations. Perhaps by a correlation study of this design, possible improvements may be made in the future program of nursing instruction.

Please complete the opinionnaire as carefully as possible. Your responses will be treated as privileged information. The results will be analyzed and your response will be combined with all other recent graduates in the State.

Please answer all of the questions. Thank you very much for your assistance on this important project.

Please print your name:_____
What is your present title?_____
Where are you currently employed?_____
Who is your immediate supervisor?_____

Below are a variety of activities which pertain to the profession of nursing. Consider each activity from three points of view and write the appropriate number in each of the boxes.

I. Where did you learn the activity? Use 1 if HERE on-the-job, 2 if in your nursing education, and 3 if anywhere else.

II. How important is the activity: Use 4 if VERY IMPORTANT, and down to 1 if UNIMPORTANT.

III. How well do you perform the activity? Use 4 if you are EXCELLENT, and down to 1 if POOR.

Where Learned?	How Important?	How Well Performed?
2	3	4

EXAMPLE

111. Identify the need for assistance from other agencies with the health care delivery system

MINIMUM WORK BEHAVIORAL EXPECTATIONS OF RECENT GRADUATES

Very Important	Avg. Importance	Unimportant	List of Activities
			1. Accept and develop working relationships with patients and members of the health team.
			2. Administer alcohol baths.
			3. Administer gastrostomy feedings.
			4. Administer intradermal test solutions.
			5. Administer respiratory treatments using compressed air with or without medications.
			6. Administer IPPB treatments with or without oxygen, with or without medications.
			7. Administer oxygen.
			8. Apply infra-red, ultra violet, and bilirubin lamps.
			9. Apply restraints.
			10. Apply hypothermia blanket.
			11. Apply tourniquet (rotating).
			12. Assign patients and personnel to team members.
			13. Assist clients to deal with health problems in an unstructured setting.
			14. Assist groups of clients in identifying short and long range objectives.
			15. Assist health team members to identify mechanisms to communicate with people who have communication difficulties.
			16. Assist in collecting research data.
			17. Assist in formulating the list of client's needs or problems.
			18. Assist in identifying problem areas in nursing practice.
			19. Assist in modifying a teaching plan when necessary.
			20. Assist in watching blood transfusions.

Very Important	Avg. Importance	Unimportant	
			21. Assist others to identify their physical growth needs.
			22. Assist others to recognize, differentiate, and maintain confidentiality.
			23. Assist others to work within current limitations of legal practice.
			24. Assume the responsibility for acquiring knowledge of the job description, employer expectations, and employee benefits.
			25. Become knowledgeable of current legislation affecting role of all team members.
			26. Check and maintain drainage tubing with or without suction, e.g., urinary catheters, naso-gastric tube to Gomco, etc.
			27. Collaborate with all members of the health team.
			28. Collect specimens (nose,gastric, etc.).
			29. Communicate observations of health and learning needs.
			30. Communicate the need for further change through appropriate channels.
			31. Communicate the value of active participation in professional organizations.
			32. Communicate with other health care personnel about client needs.
			33. Conduct therapeutic interviews.
			34. Construct client care plans, utilizing standard approaches to patient care.
			35. Compare care provided in the health care system with described outcome criteria.
			36. Contribute to health-related and non-health related organizations.
			37. Coordinate actions with others to develop continuing education activities.
			38. Coordinate health team in organizing data.
			39. Coordinate nursing activity with those of other disciplines.
			40. Coordinate the activities needed to implement a change in health care.

Very Important	Avg. Importance	Unimportant	
			41. Define own role as it relates to others in the health care delivery system.
			42. Demonstrate acceptance of plans for change.
			43. Demonstrate knowledge of laws governing nursing.
			44. Demonstrate knowledge of nursing organizations.
			45. Demonstrate knowledge of professional associations and other groups concerned with health care.
			46. Describe and document behavior occurring in a changing situation.
			47. Describe behaviors which indicate the client has learned.
			48. Describe how the individual can participate in the political process as it affects change in health care delivery system.
			49. Describe outcome criteria for meeting various categories of health care needs.
			50. Describe the behaviors necessary to implement a change.
			51. Describe the functions of all health team members (within the employing agency).
			52. Describe the role of the nurse in a non-traditional type of health care system.
			53. Differentiate and share with appropriate person what information is pertinent to client well-being.
			54. Document appropriate teaching on the client's record.
			55. Document the effectiveness of change.
			56. Do health assessment, including health history and systematic physical inspection.
			57. Do pre-operative preparation by teaching post-operative exercises in conditions affecting mobility, e.g., arm, leg, surgery amputation.
			58. Encourage others to participate in continuing education activities.
			59. Evaluate communications patterns of self and others.
			60. Evaluate completion of assigned duties.
			61. Evaluate performance of self and others in nursing team.
			62. Evaluate the effectiveness of communication between clients and staff.

Very Important	Avg. Important	Unimportant	
			63. Evaluate the performance of health team members.
			64. Explain facility rules as they apply to self and client.
			65. Facilitate the collection of research data.
			66. Formulate a problem so that it can be researched.
			67. Formulate and initiate recommendations for improvements of performance of health team members.
			68. Formulate comprehensive health objectives for nursing action for clients and groups.
			69. Formulate objectives for nursing action in relation to patient's needs or problems.
			70. Formulate teaching strategy to assist clients to deal with complex health problems.
			71. Give general skin care to patients.
			72. Give intravenous medications.
			73. Help individuals to resolve conflicts.
			74. Help others to arrange for experiences that foster growth.
			75. Identify alternative strategies of providing health care.
			76. Identify appropriate methods for teaching client and family.
			77. Identify and set priorities for the health care of clients.
			78. Identify and use beginning principles of leadership in management (planning, organizing, directing).
			79. Identify and verbalize the positive contributions of individuals in effecting a specific change.
			80. Identify, assess, and relate patients communications to others in the health team.
			81. Identify a variety of communication barriers.
			82. Identify basic emotional needs of patients.
			83. Identify basic physiological needs.
			84. Identify patient's economic needs.
			85. Identify patient's sociological needs.

Very Important	Avg. Importance	Unimportant	
			86. Identify patient's spiritual needs.
			87. Identify components of health care systems.
			88. Identify covert learning needs.
			89. Identify criteria to measure outcome of nursing care.
			90. Identify cultural needs.
			91. Identify current legal limitations as related to your nursing roles.
			92. Identify data relevant to patient's problems.
			93. Identify deficiencies in health care services in a given community.
			94. Identify health care needs for a given community.
			95. Identify health care needs of the target population.
			96. Identify individualized approaches to meet patient's needs.
			97. Identify methods to assist team members to communicate with clients of varying cultural backgrounds.
			98. Identify methods to facilitate communication.
			99. Identify overlapping problems which result in conflicting goals.
			100. Identify overt health needs of a patient.
			101. Identify overt deviation from normal.
			102. Identify own legal role.
			103. Identify own strengths and weaknesses.
			104. Identify possible communication blocks.
			105. Identify strengths and weaknesses of personnel less prepared than self.
			106. Identify the eligibility requirements for specific agencies.
			107. Identify the functions of various agencies in a given locale.
			108. Identify the mechanisms of the judicial process within the realm of nursing practice.
			109. Identify the multiple health needs of patient.
			110. Identify the principle of change applicable to a specific problem.

Very Important	Avg. Importance	Unimportant	
			111. Identify the need for assistance from other agencies with the health care delivery system.
			112. Identify the need for client education concerning health care delivery systems.
			113. Identify the needs of individuals and groups within the community.
			114. Implement those changes within the scope of own professional preparation.
			115. Initiate a teaching plan for a patient with a common health problem.
			116. Initiate cardiac pulmonary resusitation.
			117. Initiate referral of patients' to appropriate agencies.
			118. Irrigate stomach.
			119. Insert nasogastric tubes.
			120. Insert urinary catheters.
			121. Interact in a one-to-one relationship.
			122. Interact in group settings.
			123. Interpret and implement standard nursing policies as they apply to patients.
			124. Interpret patients care needs in relation to available self.
			125. Interpret current legislation relating to health care delivery.
			126. Interpret research findings of the health team.
			127. Interpret the need for specific change to the individuals involved.
			128. Interpret the referral mechanisms for access to specific agencies.
			129. Interpret the role of the nurse as a professional care provider to other staff members and the community.
			130. Interview clients and collect specific data both with and without a structured tool.
			131. Involve the patient in developing nursing care plans.
			132. Involve the family in developing health care plans.
			133. List the line of authority to follow in employing agency.
			134. Maintain confidential information.

Very Important	Avg. Importance	Unimportant	
			135. Maintain traction.
			136. Make adjustments in patient care.
			137. Make adjustments in nursing care plan.
			138. Make observations relevant to a wide variety of client and family needs.
			139. Measure outcomes of care according to the formulated objective.
			140. Modify own communication pattern to improve interpersonal relationships.
			141. Obtain opportunities for own continuing education.
			142. Obtain recommendations for own improvement.
			143. On request, obtain information of health care agencies.
			144. Organize and implement nursing audit systems.
			145. Organize basic data in collaboration with other health team members.
			146. Organize data from various sources outside the health setting.
			147. Organize data in collaboration with other members of the health team.
			148. Participate in organizing new elements of health care delivery system.
			149. Participate in the nursing audit.
			150. Plan and direct activities of self and others in providing health care.
			151. Plan goals for the improvement of own performance.
			152. Prepare and give oral medications.
			153. Prepare and give parenteral injections, other than intravenous.
			154. Propose an orderly process for effecting a change in the health care delivery system.
			155. Provide guidance to individuals and groups to interpret and evaluate the significance of varying cultural backgrounds.
			156. Provide guidance to other team members in understanding and coping with change.

Very Important	Avg. Importance	Unimportant	
			157. Recognize cultural variations.
			158. Recognize that facility costs are patient costs.
			159. Recognize the importance of a teaching plan for a patient.
			160. Recognize what is confidential information.
			161. Record parenteral intake.
			162. Regulate and discontinue blood transfusions.
			163. Regulate and discontinue intravenous fluids.
			164. Remove fecal impactions.
			165. Report patient communication to the appropriate team member.
			166. Report levels of patient and family's satisfaction with care.
			167. Report outcomes of care accurately and appropriately.
			168. Review assessments made by health team and direct the implementation.
			169. Seek guidance to determine alternatives to care.
			170. Select alternative teaching strategies when necessary.
			171. Select data from a variety of sources relevant to client's problems.
			172. Select teaching material from available resources.
			173. Set up and maintain irrigation systems.
			174. Start intravenous fluids.
			175. Suction nose and throat passage.
			176. Support and facilitate the change process in structured and unstructured situations.
			177. Take steps to insure own professional development.
			178. Take vital signs.
			179. Teach basic health information.

Very Important	Avg. Importance	Unimportant	
			180. Teach patient, family, personnel in relation to objective or nursing care of current illness, convalescence.
			181. Teach patients to turn, cough, deep breathe.
			182. Transcribe physician's orders.
			183. Understand the need to maintain the employing agency's regulations.
			184. Use ambu bag for pulmonary resusitation.
			185. Use appropriate sterile techniques.
			186. Use available resources to modify actions in the implementation of change.
			187. Use common medical terminology and abbreviations.
			188. Use extensive medical terminology and abbreviations appropriately.
			189. Use information to support health promotion and maintenance.
			190. Use oral, pharyngeal and tracheal suction.
			191. Use plans for change.
			192. Use precaution in administering and handling drugs.
			193. Use the problem solving process to evaluate current practices.
			194. Utilize medical records to document data and client progress.
			195. Utilize priority setting in planning and organizing patient care.
			196. With other, develop rules for patients and personnel in a health care setting.
			197. With the help of a supervisor, make plans to improve performance.

Thank you for taking some of your valuable time to complete this instrument. If you have any comments that you would care to share with us, please do so on a separate piece of paper and include it with the instrument.

If you would care to have a summary of the results of this study indicate your mailing address here.

When you have completed, please mail to:

Dr. Robert E. Scott
College of Education
Kansas State University
Manhattan, KS 66502

*TASKS - ASSOCIATE DEGREE NURSE

In addition to the nursing assistant and practical nurse tasks, the associate degree nurse is able to do the following tasks:

II. Safety and Comfort

A. Patient Protection

Apply restraints.
Obtain patient and/or family consent for treatment.

C. Religious and Spiritual Care

Be aware of patient's need for clergy (may be non-verbalized).

D. Patient Need for Movement

Do pre-operative preparation by teaching post-operative exercises in conditions affecting mobility (examples: chest, head, neck, surgery, amputation).
Teach patient Buerger's exercises.

III. Nutrition and Elimination

A. Patient Need for Food and Fluids

Start intravenous fluids.

C. Patient Need for Oxygen Transport and Exchange

Start blood transfusions.
Regulate blood transfusion.
Discontinue blood transfusion.
Insert oral airway.
Set up and regulate oxygen equipment.
Administer oxygen: positive pressure.
Suction trachea ("deep" suction of patient without tracheotomy).
Administer IPPB treatments.
Use ambu bag for pulmonary resuscitation.

IV. Treatments, Procedures, Medications, and Diagnostic Activities

A. Treatments and Procedures

Check and maintain drainage tubing with suction, e.g., chest.
Apply tourniquet (rotating).
Insert nasogastric catheters.
Irrigate stomach.
Assist with electroconvulsive treatments.

*Adapted from Task Breakdown by Functional Areas done by Allied Health Professions Project, University of California, Los Angeles, Source: Wood, Lucile, A Career Model for Nurse Practitioners, Allied Health Professions Project, University of California, Los Angeles, 1972, pp 28-45.

C. Medications

Administer intradermal test solutions.
Give intravenous medications.

V. Observations and Communication

A. Observation, Analysis, Interpretation

Identify approaches and/or solutions for needs and problems, e.g., change patient's position, praise for efforts.
Interpret patient's sign, symptoms, behavior, e.g., increase in jaundice, pacing of floor.

B. Oral and Written Communication

Give information to personnel.
Record physician's orders.
Teach patient, family, personnel in relation to objective of nursing care of current illness, convalescence.
Teach patient, family, personnel physician's care plan.
Teach patient, family, personnel in the prevention of infections.
Teach patient, family, personnel in relation to bowel and bladder training.
Teach patient, family, personnel in relation to physical examination.
Write reports on patient's condition.
Obtain information from personnel.
Give information to patient.
Give information to family.
Talk with supervisor to obtain guidance.
Conduct demonstrations of procedures and equipment.

VI. Administration, Coordination, Housekeeping

A. Administration and Coordination

Assist physician with rounds to patients.
Check accuracy in administering and charting treatments and medication, procedures, orders, observations.
Take and record physician's verbal orders.
Transcribe physician's orders.
Analyze nursing care requirements and report staffing needs.
Assign patients to team members.
Assign unit tasks to team members.
Assist in supervising and evaluating performance of team members.
Assign patients and personnel to nursing team.
Assist in supervising and evaluating performance of unit personnel.
Initiate service or referral for patient.
Conduct nursing care conferences.
Schedule activities, e.g., physical therapy.
Supervise patient participation, e.g., in activities, dances, games.
Assist in writing evaluations of performance of unit personnel.
Check working order of equipment.
Inventory emergency supplies, equipment, drugs.
Make recommendations for service or referral.

D. Diagnostic Activities

Count pulse at all pressure points.
Count apical pulse.
Count fetal heart tones.
Collect gastric specimen.
Do nose and throat cultures.
Do wound cultures.
Do neurological signs.
Read skin tests.

V. Observation and Communication

A. Observation, Analysis, and Interpretation

B. Oral and Written Communication

Record nursing care.
Read and obtain information from charts.
Record parenteral intake.
Record observation of behavior, responses to therapy and care.
Record tests, treatments, procedures.
Teach patient, family, personnel general hygiene in relation to prevention of illness and promotion of health.
Teach patient, family, personnel in relation to rehabilitation activities of daily living.
Read and obtain information on patient's condition and care from procedure books.
Write reports on accidents and incidents.
Teach patient, family, personnel in relation to body alignment.
Teach patient, family, personnel exercise ambulation.
Read and obtain information on patient condition and care from reference book (nursing).
Teach family, patient, personnel in care of equipment.
Update patient care plan.
Teach patient, family, personnel in nutrition.
Reinforce and explain physician's orders.
Assist in giving nursing care conferences.
Write report on patient census.

VI. Administration, Coordination, Housekeeping

A. Administration and Coordination

Prepare requisitions, credits, charges, e.g., equipment, supplies, treatments, procedures, diets.
Assist in transcribing physician's orders.
Take inventory of drugs.

*TASKS - LICENSED PRACTICAL NURSE

In addition to the nursing assistant or aide tasks, the licensed practical nurse is able to do the following tasks:

II. Safety and Comfort

A. Patient Protection

Use precaution in administering and handling drugs.
Open sterile packages and packs.
Pour sterile solutions.
Handle sterile equipment.
Apply sterile dressings and bandages.
Apply sterile gloves.

B. Personal Hygiene and General Comfort

Supervise cutting of toenails and fingernails.
Use trochanter roles and sandbags.
Give general skin care to patients in traction.

D. Patient Need for Movement

Maintain traction.
Apply and remove braces (depends on kind).
Use mechanical devices (Hoyer lift) to move patient.
Assist patient following radical mastectomy.
Operate Stryker frame.
Operate circle beds.
Assist patient in active exercise.
Give patient passive exercise.
Teach patient crutch walking.

III. Nutrition and Elimination

A. Patient Need for Food and Fluids

Ask patient about dietary restrictions, allergies, and personal preferences for food.
Regulate and discontinue intravenous fluids.
Administer gavage feedings.
Administer gastrostomy feedings.

B. Patient Need for Elimination

Remove fecal impactions.

*Adapted from Task Breakdown by Functional Areas done by Allied Health Professions Project, University of California, Los Angeles, Source: Wood, Lucile, A Career Model for Nurse Practitioners, Allied Health Professions Project, University of California, Los Angeles, 1972, pp 28-42.

C. Patient Need for Oxygen Transport and Exchange

Initiate cardiac pulmonary resusitation.
Teach patient to turn, cough, deep breathe.
Set up and regulate humidifier.
Administer oxygen by mask, tent, and prings.
Suction patient's throat passage.
Suction patient's nose passage.
Assist patient with postural drainage.
Suction patient's tracheostomy.
Remove and clean inner cannula of tracheotomy.
Set up croupette.
Assist in watching blood transfusions.
Regulate intravenous infusion.

IV. Treatments, Procedures, Medications, and Diagnostic Activities

A. Treatments and Procedures

Check and maintain drainage tubing with or without suction, e.g., urinary catheters, naso-gastric tube to Gomco, etc.
Care for specimens.
Assist with and/or apply non-sterile dressings and bandages.
Assist with and/or apply sterile dressings and bandages.
Assist with and/or apply splints.
Connect catheters and tubing to drainage.
Position patient for rectal, vaginal, or proctoscopic.
Set up equipment for rectal, vaginal, or proctoscopic.
Assist physician with equipment for rectal, vaginal, and proctoscopic.
Insert urinary catheters.
Irrigate bladder.
Instill solutions and/or irrigate vagina.
Irrigate coloctomy.

B. Application of Heat, Cold, Medicated Therapeutic Agents

Apply medicated compresses.
Apply thermal blanket.
Administer medicated soaks.
Administer alcohol baths.
Apply infra-red, ultra violet, and bilirubin lamps.
Administer medicated bath.

C. Medications

Prepare and give oral medications.
Prepare and give hyperdermic medications.
Prepare and give inhalation medications.
Prepare and given rectal medications.
Prepare and give topical medications.
Administer intradermal test solutions.

*TASKS - NURSING ASSISTANT or AIDE

Nursing Assistant or Aide is expected to assist the nurse in implementing the plan of care for a given client or group of clients. Specifically, the nursing assistant or Aide is able to do the following tasks:

II. Safety and Comfort

A. Patient Protection

Adjust side rails.
Adjust height of bed.
Wash hands.
Practice basic medical asepsis.
Count, sign for, and place patient's possessions in safe place.
Explain and apply smoking regulations.
Assist in applying general restraints.
Dispose of contaminated materials and equipment.
Take into and remove equipment and supplies from contaminated room.
Apply and remove gown and mask.

B. Personal Hygiene and General Comfort

Change soiled linens and clothes.
Assist patient with dressing and undressing.
Make patient's bed, occupied.
Make patient's bed, unoccupied.
Make post-operative bed.
Give or assist patient with oral hygiene.
Give or assist patient to take bath, including perineal area (catheter care).
Give backrubs.
Comb patient's hair.
Use of sheepskins, lambswool pads.
Make patient's recovery, anesthetic bed.
Give general skin care to patients in restraints.
Give general skin care to patients with decubitus ulcers.
Use foot boards.
Give general skin care to comatose or semi-comatose patients.
Care for or assist patient to care for toenails and fingernails.
Use current anti-pressure devices.
Use overbed cradles.
Assist with and/or shave male patients.
Care of patient with alternate pressure mattresses.
Give or assist patient in shampoo.

C. Religious and Spiritual Care

Assist patient in observing religious dietary restrictions.
Prepare patient to see clergy.
Prepare patient to receive sacraments and religious rites.

*Adapted from Task Breakdown by Functional Areas done by Allied Health Professions Project, University of California, Los Angeles, Source: Wood, Lucile, A Career Model for Nurse Practitioners, Allied Health Professions Project, University of California, Los Angeles, 1972, pp 28-45.

D. Patient Need for Movement

Do range of motion.
Assist patient to get in and out of bed.
Turn patient.
Assist patient in walking.
Place patient in correct body alignment.
Transport patient in wheel chair.
Assist patient to dangle.
Transport patient on stretcher.

III. Nutrition and Elimination

A. Patient Need for Food and Fluids

Position patient for meals.
Prepare and give between meal nourishment of liquids (coffee, water, juice).
Serve food trays.
Observe trays for accuracy.
Prepare and give solid foods, e.g., pudding, crackers, toast.
Assist patients to eat--children and adults.
Feed infant patients.
Observe, measure, and record food and fluid intake.

B. Patient Need for Elimination

Assist patient in using bedpan.
Employ and record all drainage from body orifices except chest tubes.
Observe, measure, and record output.
Assist patient in using urinal.
Assist patient in using bedside commode.
Give enemas.
Check for fecal impaction.

C. Patient Need for Oxygen Transport and Exchange

Assist with cardiac pulmonary resusitation (frequent reteaching).
Assist with oxygen therapy (simple tasks).
Assist with coughing and deep breathing.

IV. Treatments, Procedures, Medications, and Diagnostic Activities

A. Treatments and Procedures

Assist with and/or apply ace bandages and elastic stockings.
Apply binders.

B. Application of heat and cold

Apply dry cold.
Apply dry heat.
Apply hot compresses.
Apply cold compresses.
Administer hot soaks.
Administer cold soaks.
Administer sitz bath.

D. Diagnostic Activities

Count respirations.
Count pulse at radial pressure points.
Take temperature (oral, rectal, axillary).
Collect urine specimen.
Test urine for sugar and acetone.
Collect stool specimen.
Collect sputum specimen.
Weigh and measure patient.
Take blood pressure.
Assist with physical exams.

V. Observation and Communication

A. Observation, Analysis, Interpretation

After receiving a report including instructions, can notice and report the following:

Observe objective signs and symptoms of illness, disorder, body malfunctions, e.g., skin rashes, swelling, bleeding.
Observe patient's general physical condition, e.g., color of skin and mucous membranes, condition of skin, eyes.
Observe general emotional condition, e.g., facial expression, expression of eyes, posture, quality of voice, consciousness.
Observe positive physical and emotional responses to treatments, medications, nursing care, e.g., decreased bleeding.
Observe general behavior, e.g., conversation, interactions with family, personnel, patients; eating habits; biting nails.
Observe negative physical and emotional responses to treatments, medications, nursing care, e.g., decreased communication.
Observe patient's general appearance, e.g., dress, condition of clothing, presence or absence of body odors, use of make-up.
Seek guidance to understand and improve performance in patient care.
Suggest changes in plan of care.

B. Oral and Written Communication

Record out-put drainage, discharge, urine, bowel movements.
Record temperature, pulse, respiration, blood pressure.
Record intake-oral liquids and solids.
Talk with patient.
Obtain information from patient.
Obtain guidance from head nurses.
Obtain information for personnel.
Record height, weight.
Talk with family.
Orient family, patient, to hospital, e.g., routines, regulations, physical facilities, personnel.
Give information to personnel.
Obtain information from family.
Talk with team leader to obtain guidance.
Talk with supervisor to obtain guidance.
Talk with health team to obtain information.
Give information to health team.

Read and obtain information on patient's condition and care from procedure books.
Attend demonstrations of procedures and equipment.
Attend unit report.
Attend nursing care conferences.

VI. Administration, Coordination, Housekeeping

A. Administration and Coordination

Assist team members in giving nursing care.
Delivery specimens to laboratory.

B. Housekeeping Function

Distribute supplies and equipment to patient's room, e.g., linen and thermometers.
Clean equipment and utensils, glassware, e.g., suction machine and wash basins.
Clean service areas on unit, e.g., service room, treatment room, utility room, kitchen.
Obtain and deliver supplies and equipment, e.g., sheepskins, hot water bottles, suction machines, utensils.
Care for flowers, e.g., arrange, distribute, and water.